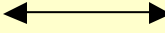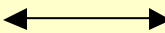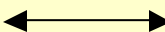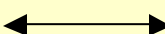# Evaluating Literary Discourse

Use this exercise to design the lesson for your literary discourse and then again for the discussion video you are planning to include in your BEST portfolio. Evaluate your discussion by identifying where on the continuum you fall for each item below. Then list 2 or 3 examples as "evidence" to justify your decision and share your lesson plans, your video and your answers with your mentor or content colleague.

These characteristics reflect a more developed portfolio

These characteristics reflect a less developed portfolio

1. Students posed open-ended questions that allowed variety in responses. ⬅➡	I posed questions that only required one-word answers, finished student answers and/or answered many of my own questions.
Examples:	
2. I provided opportunities that challenged students to explore and explain responses. ⬅➡	My discussion was a review of facts or content that was covered earlier.
Examples:	
3. I provided time for students to compose in class, alone, in pairs and in small groups to capitalize on the social nature of literacy. ⬅➡	I primarily used whole class teacher lecture or question/answer format.
Examples:	
4. Students made their own connections and drew their own conclusions regarding themes and literary analysis. ⬅➡	I did much of the thinking for students by providing many answers to my own questions regarding issues related to the unit.
Examples:	

5. I asked appropriate follow-up questions that encouraged students to elaborate on their answers or to validate/justify their opinions?	←——→	I usually moved on after each student's initial response to a different question.
Examples:		
6. I facilitated the discussion.	←——→	I dominated the discussion.
Examples:		